



UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2014

PROGRAMME: B Ed (Hons)
MODULE: EDUCATIONAL THEORY B
CODE: EDT0027
TIME: 2 hours
MARKS: 100
EXAMINERS: Prof G van der Westhuizen
 Ms D Mawila
MODERATOR: MR M Letseka (UNISA)

(This paper consists of 3 pages)

INSTRUCTIONS:

1. Answer **two** questions from Section A and **two** questions from Section B.
 Answer each Section in a separate examination book.
2. Read the instructions in each section carefully.
3. Please note that credit will be given to use of practical examples in all answers to clarify your understanding and argument.
4. Enjoy the paper!

SECTION A

Answer this section in your first examination book.

ANSWER TWO OF THE THREE QUESTIONS IN THIS SECTION:

QUESTION 1

Discuss in detail the theories of cognitive development with specific reference to Piaget and Vygotsky. Consider the similarities and differences of these theories in your discussion. Then clarify the educational implications of each theory by illustrating how the kinds of barriers learners experience, may influence their development. Illustrate with specific examples what educators can do to support learners in their cognitive development. **(25)**

QUESTION 2

Educators play a crucial role in learners' development and they are tasked to deal with learning and development difficulties in an inclusive manner. Critically discuss 5 barriers to learning and development and describe ways in which you could address these barriers. **(25)**

QUESTION 3

Bronfenbrenner had a significant influence in shaping our understanding of how different levels of system in the social context interact in the process of child development. Write a critical essay discussing the underlying principles of this theory and refer specifically to the different systems of child development. Also explain the educational implication of this theory. **(25)**

SECTION B

Answer this section in your second examination book.

ANSWER ANY TWO QUESTIONS.

QUESTION 4

Describe the main tenets of socio-cultural theory of learning. Evaluate the relevance of this theoretical approach to the understanding of learning, in terms of relevance to education in your domain of specialization, as well as in terms of the notions of learning equity and indigenous knowledge. **(25)**

QUESTION 5

One of the purposes of studying LEARNING, is for the educator to be a "learning analyzer", i.e. to be able to analyze how equitable learning events and experiences can be. Describe how you would use the Vygotskian concepts of psychological tools, internalized speech and higher mental functions in such analyses in your domain of specialization. See how best you can concretize your examples. **(25)**

QUESTION 6

Describe the nature of learning conversations and clarify with reference to specific forms/examples, the social and cultural dimensions of such conversations. Refer to examples in your teaching domain/field of specialization. **(25)**

TOTAL: 100

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